

Standard USHC-3: The student will demonstrate an understanding of the westward movement and the resulting regional conflicts that took place in America in the nineteenth century.

USHC-3.1 Explain the impact and challenges of westward movement, including the major land acquisitions, people's motivations for moving west, railroad construction, the displacement of Native Americans, and the its impact on the developing American character. (H, G, E)

Taxonomy Level: 2.2-B Understand/Conceptual Knowledge

Previous/future knowledge:

In 4th grade, students were introduced to westward expansion—including the expeditions of Daniel Boone, Lewis and Clark, and Zebulon Pike (4-5.1) and the motives for expansion, including manifest destiny, trade, and land. (4-5.2). They studied the key territorial acquisitions—including Louisiana and Florida, the Northwest Territory, Texas, and the Mexican Cession, the motives for these acquisitions and the location and features of the land (4-5.3). They were introduced to how territorial expansion affected Native Americans, including Native American resistance (4-5.4). They used a map to see migration and trade patterns, including the Santa Fe and the Oregon trails (4-5.5). They compared the experiences of different groups who settled in the West, including the cooperation and conflict among the different groups and their daily lives (4-5.6). They studied how the institution of slavery was affected by expansion, including the Northwest Ordinance, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision (4-5.7).

It is essential for students to know:

Students must know the **major land acquisitions**, from whom and how these lands were acquired, their location on a map and the order of settlement. **Motivations** for moving west need only be reviewed. This indicator covers the entire 19th century. However the Civil War marked an important turning point in the history of the west because of the 1862 authorization of the transcontinental railroad which, in turn, profoundly impacted Native Americans. Prior to the Civil War, westward movement impacted the relations between the regions as Southerners pushed for expansion of slavery and 'free soilers' demanded that slavery be banned in the territories. **Railroad construction** prior to the Civil War impacted the growing tension between the regions as Northerners and Southerners vied for routes to the Pacific Ocean. The importance of the transcontinental railroad and its impact on the development of a national market and emerging industries will be addressed in USHC 5.1.

Policies that resulted in the **displacement of Native Americans** prior to and after the Civil War were different. Students should be familiar with removal of Native Americans and the Trail of Tears, the reservation policy and assimilation/severalty policy and understand when, how and why these policies were carried out by the United States government.

Westward expansion impacted the **developing American character** by promoting individualism and democracy, particularly the expansion of the vote and the rise of the common man in the Age of Jackson.

It is not essential for students to know:

It is not necessary for students to know the names of the specific treaties or legislation such as Transcontinental Treaty, the Homestead Act, the Pacific Railway Act, or the names or routes of the transcontinental railroads. It is not necessary for students to know the names of specific trails although they should know that different routes led throughout the west. They do not need to know that some African Americans moved west after the Civil War as Exodusters and settled Nicodemus, since the majority of freedmen stayed in the south. This will be addressed in Standard 4.

They do not need to know the role of Andrew Jackson in fighting the Indians, in the Trail of Tears or as the first president from the West and the founder of the “Democratic” Party. They do not need to remember that the Natives Americans resisted removal by appealing to the Supreme Court nor the names of the specific cases of Cherokee Nation v. Georgia and Worcester v. Georgia. Students do not need to memorize the specific names of Native American resisters, the specific name of the Dawes Severalty Act, the role of Helen Hunt Jackson, nor the name of the Carlisle School.

The reference to the developing American character should not be interpreted to mean that students must know Frederick Jackson Turner’s thesis about the impact of the frontier on the American character.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of westward expansion on the development of the United States. Students should be able to give **examples** of major land acquisitions and **classify** them as to how they were acquired. They should be able to **summarize** people’s motivations for moving west and the impact of railroad construction on the developing west. Assessments should also ask students to give **examples** of changing policy towards the Native Americans and **summarize** the impact of those policies on the Native Americans. Students should be able to **interpret** maps and graphs and **infer** their relationship to information about the time period. Students should be able to **infer** the significance of these changes for American democracy. Students should be able to **interpret** the impact of westward expansion on national unity.